



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	08X301
School Name:	M.S. 301 PAUL L. DUNBAR
Principal:	HESHAM FARID

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Paul L. Dunbar Middle School for Creativity, Collaboration & Community School Number (DBN): 08X301

Grades Served: 6th, 7th, 8th

School Address: 890 Cauldwell Ave, Bronx, NY 10456

Phone Number: 718-585-2950 Fax: 718-401-2567

School Contact Person: Hesham Farid Email Address: hfarid@schools.nyc.gov

Principal: Hesham Farid

UFT Chapter Leader: Terrance Colbert

Parents' Association President: _____

SLT Chairperson: Frederick Kennedy

Title I Parent Representative (or Parent Advisory Council Chairperson): _____

Student Representative(s): _____

CBO Representative: Merody Mejia

District Information

District: 8 Superintendent: Dr. Karen Ames

Superintendent's Office Address: 1230 Zerega Ave, Bronx, NY 10462

Superintendent's Email Address: kames@schools.nyc.gov

Phone Number: 718-828-6653 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1 Fordham Plaza, Bronx NY 10458

Director's Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Hesham Farid	*Principal or Designee	
x	Terrence Colbert	*UFT Chapter Leader or Designee	
x	Marcelo Chavarria	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Merody Mejia	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
x	Alice Nesbitt	Staff	
x	Juana Rosario	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Robert Williams	Staff	
x	Lillian Santorini	Parent	
x	Maritza Rivera	Parent	
x	Maritza Rios	Parent	
x	Dayna Ford	Parent	
		Parent	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The Paul L. Dunbar School for Creativity, Collaboration and Community is a middle school with 203 students, spanning grades six through eight. The school population comprises 36% Black students, 63% Hispanic students, and the remainder is other. The student body includes 25% ELL students, and 24% special education students. Boys account for half of the population, and the average attendance rate for the school is 88%. In the building, 70 out of 203 students are considered chronically absent. The school is located in Morrisania in the South Bronx. The school is located in the 16th Congressional District, which is the poorest Congressional District in the entire United States. Many students and families are linked to multiple subsidies and services in the community and face an inordinate amount of socioeconomic challenges.

As of June 1, 2015, MS 301 has a new principal, who has worked in the Morrisania community for the past 13 years, including 301 for the past 8 years. He has been a teacher, dean, special needs coordinator, coach and AP at 301. He is highly respected in the community and promoting a new vision of positive beliefs combined with positive actions resulting in positive outcomes. He has instilled a new mantra in the school: "Get better every day." He is motivated in upgrading the physical environment as well as continuing to grow the academic production in the school. The new administration seeks to increase enrollment. Part of the vision espoused by the new administration is to infuse multiple CBOs into the school day, ELT, and extended day to bring exciting new programs to the school. The main partner for MS 301 is Children's Aid Society and there will be partnerships with Lincoln Center Arts Education, and multiple CBOs through the 21st Century Grant. . The school is fortunate to be the recipient of a highly competitive SIF grant, which supports the instruction and clinical social work by paying for 2 Generation Ready consultants and a social worker, respectively.

Curriculum is aligned to CCLS across all subject areas. MS 301 will use anchor texts from Code X and Teacher's College Writing Units of Study, along with supplementary texts from a variety of sources, including EngageNY and Newsela in ELA. A balanced literacy approach and writer's workshop model will be employed in the core classes. Teachers will participate in professional development from Teacher's College to support the writing program. The 100 Book Challenge program will be implemented school wide during the school day. There will also be built in times where teachers will work with smaller subsets of leveled students using an RTI program. MS 301 will use a blend of EngageNY, CMP3, GO Math, among other supplementary resources to create a constructivist problem based learning approach in Math. There will be built in times where teachers will work with smaller subsets of students using an RTI program.

MS 301 will have a focus of creating multiple entry points to allow for access for all learners. Subgroups (ELLs and SWDs) will be supported by classroom teachers in conjunction with ICT teachers and ESL teachers providing appropriate scaffolds and modifying unit and lesson plans. The classroom should showcase a clear instructional purpose for each lesson, a student centered activity that includes student discourse (i.e. placemat activity, reciprocal teaching, Socratic seminar, fishbowl, jigsaws), opportunities for students to practice skills in a workshop model, and well thought out checks for understanding such as exit tickets, summaries, and focused questioning.

Teacher teams will meet regularly to create consistent routines for classrooms across the school, look at student work and other data, and write/revise unit and lesson plans. Literacy and Math Consultants from Generation Ready will be employed for approximately 40 and 60 days, respectively, to support teacher in curriculum and pedagogy. Consultants

and teacher teams will create assessments together in a variety of forms. Assessments per marking period include: a pre and a post test per unit, a performance task, a written piece aligned to TC units of study, and 6-8 formative assessment artifacts (such as open ended problems, on demand writing, vocabulary activities, etc.). Data will be collected from these assessments as well as MOSL assessments and school wide interim assessments and analyzed by teacher teams, consultants, and school leaders to identify trends, gaps and areas where students are struggling. These areas will be targeted in units, lessons and intervention times.

The school has partnered with Children's Aid Society to broaden the scope of supports and opportunities provided to parents to assist them with the various crises and roadblocks that prohibit them and their children from getting the most out of the educational experience. Further opportunities to make the school a central hub for learning and support for the community are anticipated through an expanded partnership with Children's Aid Society.

MS 301 will add the Renewal Hour (Expanded Learning Time, ELT) from 3:00 PM- 4:00 PM, Monday- Friday. The design of the ELT program is focused on providing academics in the form of Vocabulary building through Word Generation and independent reading supported by the 100 Book Challenge as well as a focus on math fluency and fundamental skills. The ELT and afterschool program will also focus on providing a variety of arts based opportunities through partnerships with Lincoln Center Arts Education, Urban Arts Partnership, the Metropolitan Museum of Art, and Children's Aid Society. By working with teaching artists, students will be exposed to different visual and performing arts unit tied to units taught during the school day. The infusion of CBO partners beginning during lunch time, followed by the Renewal Hour, and then an extended day after school program will create a seamless transition, rather than the feeling that school has ended and after school has started. This seamless transition should also increase the number of students taking full advantage of what the entire school day has to offer.

The use of Teacher's College Units of Study in Writing, IRLA assessments and independent reading program as well as a focus on the workshop model are addressing rigorous instruction in ELA. A focus on problem based learning, small group instruction and practicing basic math skills addresses rigorous instruction in Math.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI ratings reflected are from the 2013-14 IIT visit.</p> <p>The strengths and needs referenced are cited in 2015 QR, NYC school Survey and AIR assessment.</p> <p>Unit plans are aligned to the CCLS in all subject areas.</p> <p>A system for tracking individual student data and performance on required assessments is being used in every classroom and is transparent to all students.</p> <p>The data tracking is aligned with Units but not clearly aligned with marking periods which causes disparity in the amount of material graded per subject in each marking period.</p> <p>The use of formative data during lessons (checks for understanding), during activities (feedback aligned to rubrics that can improve student performance and target individual learning needs) and during units (informing teachers towards trends, areas of strength and areas of weakness to determine logical sequencing of lessons) has been a focus of PD and observations throughout the second half of the school year. The use of formative data is inconsistent at this time.</p>		

One short interdisciplinary unit was executed during the 2014-15 school year. The work was done through the ELA, SS, and Art departments collectively. The products were a written piece using the movie Selma and related texts and a visual display about MLK Jr. and Black History Month. More of this interdisciplinary work can be done if teachers collaborate across disciplines to find commonalities in their respective units

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Curriculum is aligned to CCLS across all subject areas. MS 301 uses anchor texts from Code X and Teacher's College Writing Units of Study, along with supplementary texts from a variety of sources, including EngageNY, Newsela, among other things in ELA. A balanced literacy approach and writer's workshop model is employed in the core classes. Teachers participate in professional development from Teacher's College to support the writing program. The 100 Book Challenge program is implemented school wide during the school day. There are also built in times where teachers work with smaller subsets of leveled students using an RTI program. MS 301 uses a blend of EngageNY, CMP3, GO Math, among other supplementary resources to create a constructivist problem based learning approach in Math. There are built in times where teachers work with smaller subsets of students using an RTI program.

MS 301 focuses on creating multiple entry points to allow for access for all learners. Subgroups (ELLs and SWDs) are supported by classroom teachers in conjunction with ICT teachers and ESL teachers providing appropriate scaffolds and modifying unit and lesson plans. The classroom should showcase a clear instructional purpose for each lesson, a student centered activity that includes student discourse (i.e. placemat activity, reciprocal teaching, Socratic seminar, fishbowl, jigsaws), and well thought out checks for understanding such as exit tickets, summaries, and focused questioning.

Teacher teams meet regularly to create consistent routines for classrooms across the school, look at student work and other data, and write/revise unit and lesson plans. Literacy and Math Consultants from Generation Ready are employed for approximately 40 and 60 days respectively to support teacher in curriculum and pedagogy. Consultants and teacher teams create assessments together in a variety of forms. Assessments per marking period include: a pre and a post test per unit, a performance task, a written piece aligned to TC units of study, and 6-8 student artifacts (such as open ended problems, on demand writing, vocabulary activities, etc.). Data is collected from these assessments as well as MOSL assessments and school wide interim assessments and analyzed by teacher teams, consultants, and school leaders to identify trends, gaps and areas where students are struggling. These are targeted in units, lessons and intervention times.

The instructional focus for the 2015-16 school year is: If teachers plan CCLS tasks and activities and model their thinking with instructional outcomes in mind, then students will develop evidence based claims in discussion and writing across subject areas. All unit plans and many lesson plans should create and model opportunities for students to exhibit this instructional focus.

During ELT students will work in groups of approximately 15:1 teacher. Half the time will be literacy based and the other half of the time will be math based. The ELT time will be planned and lead by the MS 301 teachers. During the math time the students will focus basic math skills, prerequisite skills to their grade level math and on math fluency. In the literacy time, students will do vocabulary building through Word

Generation and will do an half hour of independent reading in their self selected books for 100 book challenge. CBO members from Children's Aid will push in to classrooms to work with individual students.

It is expected that the school community's work around rigorous instruction will lead to a 30% decrease in level 1s on the ELA and Math NYS exams.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be a 30% reduction of students scoring at a Level 1 on the New York State ELA and Math Tests as a result of teachers consistently developing and implementing lessons aligned to the Common Core Standards, which focus on students developing evidence-based claims.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Ms 301 will implement an instructional focus that espouses students developing evidence based claims in discussion and writing. Unit and lesson plans should create and model multiple opportunities for students to exercise this instructional focus</p>	<p>All teachers, All students</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, all teachers, Generation Ready Consultants</p>

MS 301 will use anchor texts from Code X and Teacher’s College Writing Units of Study, along with supplementary texts from a variety of sources, including EngageNY, Newsela, among other things in ELA. A balanced literacy approach and writer’s workshop model will be employed in the core classes. MS 301 will use a blend of EngageNY, CMP3, GO Math, among other supplementary resources to create a constructivist problem based learning approach in Math.	All teachers, All students	September 2015- June 2016	Principal, Assistant Principal, all teachers, Generation Ready Consultants
MS 301 will conduct multiple curriculum nights or curriculum workshops to educate parents on the content their children are exposed to and provide parents with strategies to support their children’s learning beyond the classroom.	All parents	September 2015- June 2016	Principal, Assistant Principal, all teachers, community school director, Children's Aid Society
The 100 Book Challenge program and the use of IRLA to level all students and encourage independent reading will be reflected in the reader’s workshop period daily and during ELT literacy time. All teachers will receive professional development and coaching on how to implement and monitor the program, and all students will engage in independent reading and conferring through the program on a daily basis.	All teachers, All students	September 2015- June 2016	Principal, Assistant Principal, all teachers, Generation Ready Consultants, American Reading Company Consultants

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Each day students will have an hour of independent reading and conferencing											
-Generation consultants will be hired in Math (60 days) and Literacy (40 days) to support teachers											
-A common planning period is built into the schedule daily for all teachers											
-Professional development provided from Teacher’s College for the writing units											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 20% reduction of students scoring at a Level 1 on the iReady ELA and Math Tests from the baseline given in September 2015 as a result of teachers consistently developing and implementing lessons aligned to the Common Core Standards, which focus on students developing evidence-based claims.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI ratings reflected are from the 2013-14 IIT visit.</p> <p>The strengths and needs referenced are cited in 2015 QR, NYC school Survey and AIR assessment.</p> <p>The school has a PBIS system that is only partially implemented and occasionally referred to, although it is posted in every classroom. The acronym PASS (personal best, act responsibly, safety first, show respect) is supposed to inform student social and behavioral decisions within the school community. The 5Ps (prompt, prepared, productive, polite, positive) will be implemented in every instructional setting and will be used during the extended day program as well. Each student will receive a passport and can earn stamp daily for demonstrating the 5Ps. There will be a Cougar Convenience Center where students can claim rewards based on the stamps earned.</p> <p>School leaders promote a message of warmth, support and trust with all stakeholders.</p> <p>NYC School Survey indicates that a subset of students report there is fighting and bullying in the school; this is contrary to what teachers report, which is that the school is extremely safe and promotes student’s socioemotional health. This</p>		

idea that the school is unsafe is one that is frequently voiced in the community and may be a reason behind the schools lowered enrollment.

A team comprised of the Guidance Counselor, Sapis counselor, social worker, and social work intern promote a system of mandated counseling, at risk counseling, conflict mediation, restorative justice, and parental conferences as ways of dealing with conflicts and with behavioral issues. The school has had 2 superintendent's suspensions during the 2014-15 school year and 2 principal's suspensions during the same time period. This is a testament to the school's proactivity and belief that misbehaviors are true learning opportunities.

Data regarding school culture, particularly surveys of students, teachers, and parents are not used consistently to inform decisions within the school community -

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

MS 301 wants to be viewed as a learning institution where all students are physically and cognitively safe. The staff and teachers provide structure and support across classrooms through the implementation of school wide routines, particularly in the areas of entry into class, dismissal from class, and a common flow of lessons.

MS 301 continues to implement a PBIS framework with PASS (personal best, act responsibly, safety first, show respect) as the centerpiece. A reward system will be built around the PASS so that students would earn points for adhering to the guidelines laid out. PASS will be explicitly taught in September and revisited in classrooms throughout the year.

MS 301 will also explicitly teach social-emotional skills, focusing on one particular skill per month. For example, September will be about goal-setting, October will be about perseverance, and so forth. The monthly skill will be posted throughout the school and referred to regularly during announcements, lessons, and supplementary readings. The principal seeks to create a Student Council, comprised of students who are getting the most out of what MS 301 has to offer. The Student Council is viewed as student leaders, promoting the vision of MS 301 for the student perspective.

MS 301 has mandated counseling, at risk counseling, and counseling sessions to resolve conflict. Counselors play an integral part of dealing with behavioral issues. Students exhibiting behavioral difficulties receive counseling as the first line of defense. Counselors also help teachers facilitate parent meetings to discuss correcting behavior difficulties, as well as academic progress.

MS 301 uses a student survey and interest inventory facilitated by Children's Aid Society, to collect data directly from the student population. The survey/inventory gauges students' feelings regarding their physical and cognitive safety, their relationships with peers/staff, and the things the interests they care to pursue. This data is collected once per marking period and analyzed to determine trends and problem areas that need to be addressed.

Students who have exhibited chronic absenteeism are identified and matched with the staff in the building, starting with the guidance counselor, Sapis worker, social worker, and parent coordinator. Staff members are responsible for tracking

a subset of chronic absentees, developing a relationship with them and their families, and serving as an attendance adviser, helping students identify hindrances that prevent their daily attendance. This level of attention would help increase the overall attendance rate and cut down chronic absenteeism at MS 301.

MS 301 is partnered with Children’s Aid Society and is looking to CAS to provide social-emotional supports in the form of additional counseling services (on and off the school site), health related services (vision screening, dental services, vaccine opportunities, etc.), and educational opportunities (character development curriculum, sex education, etc.). MS 301 also has a partnership with Lincoln Center Arts Education called Arts in the Middle. This partnership allows students to express themselves artistically and to be exposed to a variety of arts. MS 301 and Lincoln Center hold Family Nights, where families get to engage in hands on workshops and see a Lincoln Center performer free of charge.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, student attendance will be at or above 90% as a result of interventions and supports for students and families through collaboration with school support staff and CBO partners.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Further implementation of a PBIS system throughout the school, strengthened by a point tracking system and requisite rewards for students who are doing well.</p>	<p>All students</p>	<p>Sept. 2015-June 2016</p>	<p>All staff</p>
<p>Further implementation of counseling as the initial response to disciplinary referrals. Counselors will advise students about how to make better decisions, set up parent meetings and provide conduct sheets as ways of supporting students’ behavioral issues</p>	<p>Students exhibiting isolated or long term behavioral difficulties</p>	<p>Sept. 2015-June 2016</p>	<p>Assistant Principal, Community school director, guidance counselor, SAPIS worker, social worker, family workers, Children’s Aid Society</p>

Students who have exhibited chronic absenteeism will be identified and matched with the staff in the building, starting with the guidance counselor, Sapis worker, social worker, and parent coordinator. Staff members would be responsible for tracking a subset of chronic absentees, developing a relationship with them and their families, and serving as an attendance advisor, helping students identify hindrances that prevent their daily attendance. This level of attention would help increase the overall attendance rate and cut down chronic absenteeism at MS 301.	Chronic Absentees, students who generate 407 reports	Sept. 2015-June 2016	Assistant Principal, Community school director, guidance counselor, SAPIS worker, social worker, family workers, Children's Aid Society
Integration of CBOs into the school day and the creation of a comprehensive after school program in collaboration with Children's Aid Society with venues of high interest and applied learning such as chess, archery, Lego robotics, mock trial, film making, musical endeavors, and so forth.	All students	Sept. 2015-June 2016	Community school director, CBOs and requisite staff

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Teachers and students, along with CBOs will participate in an extra hour added to every school day											
-SIF grant provides for a clinical social worker linked to Children's Aid Society											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, student attendance will be at or above 90% as a result of creating interventions and supports for students and families through a collaboration with school support staff and CBO partners.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI ratings reflected are from the 2013-14 IIT visit.</p> <p>The strengths and needs referenced are cited in 2015 QR, NYC school Survey and AIR assessment.</p> <p>The school has a structure built into the schedule to promote teacher collaboration: a common planning period daily for all teachers, used for lesson/unit planning, lesson/unit plan revising, and looking at student work. This has promoted the formation of strong teacher teams and a culture of collaboration in all things instructional. The next step is for teacher teams to become more proficient in making data driven decisions and to become more involved in decisions involving school culture.</p> <p>Teachers are diligent in creating unit plans, lesson plans, and assessments aligned to the CCLS and engage in a collaborative cycle of modifying and revising the unit/lesson plans.</p> <p>In planning units and lessons teachers make considerations regarding subgroups (ELLs and SWDs), however, the practice of providing access for all learners is inconsistent. The ESL program is aligned with ELA in terms of some resources, but more support and development is needed to provide students with the tailored instruction they require (considering 1/3 of the school population are ELLs). The ICT program lacks a consistent paradigm of how instruction should be delivered and this is critical considering 1/3 of the school has an IEP. Improving planning and pedagogical techniques that allow for all students and student subgroups to be fully immersed in learning is paramount.</p>		

There is a need for an improvement in the use of formative data to inform student goals, individual student feedback, and conferencing.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

MS 301 promotes teacher collaboration in a variety of ways. The schedule is structured in a way that all teachers are available during 7th period for a common planning time. This common planning time serves two main purposes; first, teachers look at student work samples departmentally and across grade level using the Looking at Student Work Protocol. They identify gaps and trends and use their findings to revise units/lessons for classes/individuals. The teachers focus on making adjustments in three areas: planning, pedagogy, and assessment. This leads to the second focus of the common planning time: writing and revising unit and lesson plans departmentally. In an effort to create a consistency across departments, teachers plan lesson as a department, ensuring that lesson plans are detailed and focused on student learning. Teacher teams assess each lesson’s instructional purpose, making sure it is a clear and targeted objective. They assess the activity, making sure it is student centered, problem based, and pushing students’ thinking. They also look for built in checks for understanding, particularly exit tickets or summaries. Teacher teams also ensure that requisite units/lessons exhibit the school wide instructional focus (students will develop evidence based claims in discussion and writing).

MS 301 seeks to ensure that all learners have access to the lesson content in order to increase student achievement. Students will be grouped during appropriate lessons through the use of data and checks for understanding. Higher performers will be given opportunities to engage in supplementary work to prepare them beyond their middle school years, including preparing for specialized high schools or taking Regents level courses, particularly in math. Students who are struggling, as well as students in subgroups (ELLs and SWDs) will be provided with sufficient scaffolding, such as cue cards, sentence starters, graphic organizers, translations, supplementary readings at lower Lexile levels, etc. As these students are demonstrating growth, scaffolds should be decreased and student data should be analyzed to determine the amount of growth. Clearly targeting students and providing the needed scaffold for a deliberate amount of time should aggressively promote student growth.

Classrooms at MS 301 should be engaged and filled with discussion and active participation in regards to digging deep in texts, writing and revising, and problem based learning. The classroom should be physically and cognitively safe for all learners. This is created through school wide consistent routines and norms, generated mainly by the teachers, with input from the students, and aligned with the school leaders vision for instruction and culture. The PBIS system will be fully employed within each classroom as a way to reward those doing the right thing, and to guide behavior difficulties. It is expected that teachers will articulate and model how valuable every moment of learning is.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all students will increase their overall points on the TC Writing Assessments by an average of 5 points from the pre to post on-demand tests for each of the four units as a result of teacher teams meeting on a weekly basis.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Teacher teams look at student work across content and across grade to surface gaps in their own planning, pedagogy and assessment and record their findings.	All teachers	Sept. 2015- June 2016	Principal, Assistant Principal, Consultants, lead teachers
Content teams engage in collaborative unit and lesson plan writing, focusing on clear instructional purpose, student centered learning opportunities, access for all learners, and checks for understanding. The teams will also collaborate to revise unit and lesson plans based on pertinent data.	All teachers	Sept. 2015- June 2016	Principal, Assistant Principal, Consultants, lead teachers
Teacher teams will create and maintain classroom routines that are consistent school wide, including entry and exit routines, flow of the day, notebook protocol, grading policy, etc.	All teachers	Sept. 2015- June 2016	Principal, Assistant Principal, Consultants, lead teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-A common planning period is scheduled daily for every teacher to participate in teacher teams											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all students will increase their overall points on the TC Writing Assessments in the Narrative and Informational Writing Units by an average 5 points from the pre to post on-demand assessments as a result of teacher teams meeting on a weekly basis.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI ratings reflected are from the 2013-14 IIT visit.</p> <p>The strengths and needs referenced are cited in 2015 QR, NYC school Survey and AIR assessment.</p> <p>School leaders conduct frequent formal, informal, and non-evaluative observations and deliver specific feedback designed to improve teacher practice using Danielson's Framework to inform conversations with teachers.</p> <p>School leaders use data from observations to tailor individual and staff wide professional development.</p> <p>School leaders promote a culture of collaboration among teachers and often engage in the work with teachers as colleagues and coaches rather than supervisors.</p> <p>School leaders implemented a system to monitor school systems and structures and provide feedback to requisite stakeholders, however, the monitoring has been inconsistent throughout the school year.</p> <p>School leaders must involve the entire school community in the development and implementation of the RSCEP for 2015-16.</p>		

School leaders must create a consistent schedule of observation and feedback that is easily tracked and hold themselves accountable for adhering to that schedule (similar to the system espoused in *Leverage Leadership*, by P. Bambrick-Santoyo).

School leaders will continue to develop their ability to deliver clear and tangible feedback following observations, designed to provide teachers with tools to improve their practice.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The principal has articulated a vision with several clearly defined points of emphasis to guide the work that takes place in the MS 301 school community. The principal’s vision states positive beliefs combined with positive actions will lead to positive outcomes. The principal also wants the school to focus on preparation, hard work, and a cycle of giving and receiving feedback that is productive. The principal wants everyone to value their time and to value their interactions with each other.

The principal will create a cabinet that meets regularly. The cabinet will consist of the assistant principal, the community school director, the guidance counselor, and four teachers identified as having leadership potential. This cabinet will develop/revise school wide systems, review school wide data, and ensure the ultimate goal of the Framework for Great Schools, Student achievement, is being achieved. This cabinet will also be instrumental in ensuring that the goals of the RSCEP remain in sight and are being achieved.

The principal will work with the assistant principal to create a consistent schedule of observation and feedback that is easily tracked and they will hold themselves accountable for adhering to that schedule (similar to the system espoused in *Leverage Leadership*, by P. Bambrick-Santoyo). The feedback delivered must be very specific, aligned to Danielson’s Framework for Effective Teaching, an actionable. When delivering the feedback, observers should operate as coaches, helping teachers develop tangible strategies and rehearsing with them. Observers must follow up after the feedback to view how it is being implemented. The data from observations will be used to develop professional development plans for teachers. The PD will align with areas identified as areas that need improvement based on observations.

The principal wants to maintain a data driven instructional environment. Student performance data will be culled by looking at assessments and looking at student work in teacher teams regularly to surface gaps and create/revise future lesson/unit plans. Data charts will be maintained in classrooms to keep performance transparent to students and report cards and progress reports will be sent home quarterly to keep parents informed. The data from observations will also be analyzed and tracked.

The principal desires to create a schedule that blends core instruction with intervention and enrichment opportunities. The principal also seeks to create a schedule where there are opportunities for teachers to work with smaller groups that are arranged by performance level or other pertinent indicators. The principal seeks to purchase programs that will improve student achievement, namely the 100 Book Challenge and the Teacher’s College Writing Units of Study. MS 301 will continue its relationship with Generation Ready, employing a Math consultant for approximately 60 days and a Literacy Consultant for approximately 40 days. These consultants will work on developing problem based lessons and implementing the workshop model and reciprocal teaching, respectively.

The principal will have the assistant principal responsible for observing a subset of teachers, programming, school wide safety and discipline, assessments, and leading the math department, among other things. The community school director will be responsible for coordinating school wide programs linked through partnerships with Children’s Aid Society and coordinating school wide attendance initiatives.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, on average, teachers will improve 0.5 points on their rating of Danielson component 3D (Using Assessment is Instruction) as a result of timely, meaningful and actionable feedback and a focus on formative assessment.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will create a schedule of observations and a schedule of when feedback will be delivered. Follow up visits will also be scheduled to determine how feedback is being implemented.</p>	<p>School leaders</p>	<p>September 2015- June 2016</p>	<p>Principal, DSR, Superintendent, Talent Coach</p>

School leaders will continue to hone their feedback practice ensuring that all feedback is specific and actionable and helps teachers improve their practice. Improved teacher practice ultimately leads to improved student achievement.	School leaders	September 2015- June 2016	Principal, DSR, Superintendent, Talent Coach
School leaders will work with teachers to create a personalized professional development plan for each teacher. The plan will focus on areas identified through classroom visits and data regarding student achievement.	All teachers	September 2015- June 2016	Principal, Assistant Principal
School leaders and teacher leaders will engage in book studies to improve practice and leadership skills. The first book will be Leverage Leadership, by Patrick Bambrick-Santoyo	School leaders, teacher leaders	September 2015- June 2016	Principal, DSR, Talent Coach

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The principal and 2 Assistant Principals will create a schedule of observation and feedback.											
A common planning time is built into the schedule daily for teacher teams to work together											
PD based on observations and departmental initiatives related to CCSS is conducted on Mondays and Tuesdays.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, on average teachers, will improve 0.25 pts on their rating of Danielson component 3D (Using Assessment in Instruction) as a result of timely, meaningful and actionable feedback and a focus on formative assessment.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI ratings reflected are from the 2013-14 IIT visit.</p> <p>The strengths and needs referenced are cited in 2015 QR, NYC school Survey and AIR assessment.</p> <p>The school does a good job of communicating with parents in regards to report cards, parent teacher conferences, promotion in doubt, and performances/shows.</p> <p>The school needs to improve its outreach techniques from just making phone calls on a needs basis to email and phone blasts, newsletters, school website, online grading system and possibly expanding into social media.</p> <p>School leaders promote an open door policy allowing parents to have consistent access to administration and teachers.</p> <p>Parents’ voice in regards to interests and needs is inconsistently heard. This is due to poor outreach and poor parental involvement alike.</p> <p>The school has partnered with Children’s Aid Society to broaden the scope of supports and opportunities provided to parents to assist them with the various crises and roadblocks that prohibit them and their children from getting the most out of the educational experience. Further opportunities to make the school a central hub for learning and support for the community are anticipated through an expanded partnership with Children’s Aid Society.</p>		

The school inconsistently celebrates the accomplishments of students (perfect attendance, talent shows, science fairs, art fairs, poetry slams, etc.). These celebrations must become a conduit of bring parents into the building on a regular basis.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

MS 301 will strive to maintain a welcoming environment for all stakeholders. School Safety Agents will continue to greet visitors politely and positively and direct them to the right personnel as they have done for years at the school. The school leaders and support team will employ an open door policy, accommodating parents to come into the school regularly to discuss their children’s’ progress. Part of the Tuesday Family Engagement Time will be dedicated to holding mini parent-teacher conferences. When concerns regarding a student’s academic or social emotional progress arise, parental outreach will be made to bring parents into the intervention/support process. The parent coordinator’s office will serve as a Family Center with computers and literature to help families. MS 301 will continue to send out a monthly newsletter to keep parents informed about the goings-on of the school. In addition, MS 301 seeks to create other outreach opportunities including an online grade reporting system , a school website, phone and email blast system, and social media venues.

MS 301 will partner with Children’s Aid Society to create multiple supports for parents. The school seeks to alleviate the myriad obstacles that parent in the community face relative to mental health, housing, etc. The school seeks to create venues to inform parents of the curriculum their children are in engaged in, as well as provide parents with strategies they can use to promote their children’s’ learning outside of the school building. MS 301 also seeks to provide programs and opportunities for parents to better themselves including GED classes, workshops on healthy living, workshops on financial decision making, workshops on seeking employment, among other things. Parent interests will be surveyed quarterly to see how MS 301 can better support them.

Parents will receive four report cards for the school year, a progress report quarterly, as well as information regarding promotion. MS 301 will hold 4 parent-teacher conferences during the school year. MS 301 seeks to engage parents for positive activities, not just to address concerns. This will be done by celebrating students’ accomplishments (perfect attendance, student of the month, most improved, etc.) and talents (talent shows, performances, varsity sports, Lincoln Center Art exhibits, family trips through Urban Advantage, etc.).

The principal seeks to create a Student Council, comprised of students who are getting the most out of what MS 301 has to offer. The Student Council will be viewed as student leaders, promoting the vision of MS 301 for the student perspective. The parents of these successful students will be targeted to create a strong Parents’ Association and SLT. The PA and the SLT will be encouraged to become active parts of the school community, organizing events, activities, and fundraising.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 80% of families will have attended at least one parent teacher conference as a result of collaboration between CBO partners and school staff to use multiple forms of outreach.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Creation of Student advisory council to provide the student voice needed at MS 301. The school leadership will select the inaugural student council at the end of the 2014-15 school year.</p>	<p>Current 6th and 7th grade students identified in the school by teachers and staff (and approved by the principal). These students should be a variety of high performers and/or students who are getting the most out of what MS 301 has to offer.</p>	<p>The start time is June 2015 and the student advisory board would continue throughout the entire 2015-16.</p>	<p>Principal, parent coordinator, community school director, teacher designated as student advisory leader</p>
<p>Development of strong SLT and PA to further increase participation and further engagement of parents as stakeholders</p>	<p>MS 301 seeks to target the parents of the student advisory board. The rationale is that those parents have children that are getting the most out of</p>	<p>The creation of the SLT and PA would begin June 2015, and the SLT and PA would meet throughout the</p>	<p>Principal, parent coordinator, community school director, Children's Aid Society, District 8 Parent coordinator</p>

	what 301 has to offer, and could be advocates of the school in the community.	2015-16 school year, as per mandates.	
Implementation of more celebratory events including Talent shows, Art expos, Poetry slams, Varsity sports, Lincoln Center performances, assemblies for perfect attendance and student of the month, among other things designed to create opportunities for parent involvement in a positive way	All students and families	September 2015- June 2016	School staff and CBO partners
Implementation of a variety of communication methods between the school and the community including newsletter, school website, online grading system, social media to create better give and take between the school and all stakeholders.	All parents	September 2015- June 2016	Parent Coordinator, Teachers, school support staff, CBO partner

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-School messenger will be purchased											
-Hiring a community schools director											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 50% of families will have attended at least one parent teacher conference as a result of collaboration between CBO partners and school staff to use multiple forms of outreach.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By June 2016, MS 301 in conjunction with CBO partners will use ELT to offer academic remediation, enrichment, and test sophistication, coupled with learning opportunities focused on the arts, healthy living and character development to decrease level 1s by 10% as evidenced by NYS ELA and Math exams.
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Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
n/a				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

- | |
|--|
| How will CBO staff and the school’s teachers be integrated to provide a seamless learning day? |
|--|
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
 - Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
 - What new content areas and opportunities will be offered to students?
 - Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
 - Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
 - How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
 - How will outreach be made to families?

MS 301 will add the Renewal Hour from 3:00 PM- 4:00 PM, Monday- Friday. The design of the Renewal Hour is focused on providing academics in the form of remediation and test sophistication for struggling students, as well as opportunities for higher performing students. The infusion of CBO partners beginning during lunch time, followed by

the Renewal Hour, and then an extended day afterschool program will create a seamless transition, rather than the feeling that school has ended and afterschool has started. This seamless transition should also increase the number of students taking full advantage of what the entire school day has to offer. MS 301 teachers will take the lead on planning and delivering academic remediation, enrichment and test sophistication. The ELT periods will be designated as either Literacy or Math. The desired student to teacher ratio should not exceed 15:1 during the Renewal Hour. During the math time the students will focus basic math skills, prerequisite skills to their grade level math and on math fluency. In the literacy time, students will do vocabulary building through Word Generation and will do an half hour of independent reading in their self selected books for 100 book challenge.

CBO staff will receive professional development opportunities in conjunction with MS 301 staff to align the work of ELT to the principal’s vision for the school community.

The outreach for the ELT opportunities will commence during the summer of 2015, prior to the 2015-16 school year. As MS 301 implements and improves various methods of communication with the community, phone messages, social media posts, and mailed flyers will be used to inform the community of the happenings associated with ELT.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The key personnel responsible for the implementation and overseeing of ELT are the Community School Director, CBO partners/supervisors, parent coordinator, teachers who opt into ELT, school support staff, and the principal who will ensure that ELT is aligned to the school’s vision and is progressing towards desired goals.

The principal, community school director, assistant principal, parent coordinator and CBO representatives will meet on a regularly scheduled basis to look at student achievement data and to make decisions regarding implementation or revision.

Part 4b. Timeline for implementation and completion, including start and end dates.

Planning for ELT begins in June 2015, with the ELT program beginning in September 2015 and continuing until June 2016.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Per session/ pro rata set aside for ELT

ELT takes place daily from 3pm – 4pm

Multiple CBO partners involved with ELT as well as the creation of a comprehensive afterschool program

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, MS 301 in conjunction with CBO partners will use ELT to offer academic remediation, enrichment, and test sophistication, coupled with learning opportunities focused on the arts, healthy living and character development to decrease level 1s by 6% as evidenced scores on ELA and Math school wide interim assessments.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, MS 301 teachers and staff will collaborate with CBO partners to use multiple forms of outreach, ensuring that 80 percent of parents have come into the building for at least 1 conversation regarding their child's progress, as evidenced by sign in and attendance sheets.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

MS 301 seeks to engage all stakeholders with various aspects of its community schools program. Students will receive ELT, provided by a combination of MS 301 teaching staff and various CBO partners. ELT seeks to provide academic remediation and enrichment, as well as focus on art, physical/health education and character development for all students involved. Through its partnership with Children's Aid Society, MS 301 also seeks to engage parents and families in the community with various services. Physical and mental health services for families can be facilitated through the partnership with the school. The school also seeks to help families handle interactions with housing authority and temporary housing personnel. Adult workshops and classes seek to educate parents so that they may better support themselves and their children. These opportunities for parents/families will increase involvement and engagement.

MS 301, in collaboration with Children's Aid Society also seeks to be an integral part of the surrounding community. This can be achieved through community service activities, such as can drives, coat drives, and volunteering at local shelters, churches, and kitchens.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The community school director that will be hired must be someone who understands the particular needs of the MS 301 community. The CSD also must be able to ensure that CBO partners are operating in alignment with the vision espoused by the principal for the school community.

Students will be provided with small group remediation or enrichment that is built into the schedule and based on academic data. They will also receive ELT that seeks to provide academic remediation and enrichment, as well as focus on art, physical/health education and character development for all students involved. This will be provided through collaboration with CBO partners. Students will be provided mental health services through counseling services provided by school staff in house, and by outside services provided by Children's Aid Society as needed.

MS 301 seeks to increase parental involvement and engagement in students' achievement by keeping parents informed and creating a variety of outreach initiatives (phone blasts, school website, social media, emails, and letters). Parents will be encouraged to take part in parent teacher conferences, parent workshops, and celebrations of student work and talents.

Regularly scheduled meetings will take place involving the principal, assistant principal, parent coordinator, teacher leaders, and key CBO staff to assess the impact of the community school initiatives on student achievement and parental/community involvement. This will be data driven and MS 301 seeks to take advantage of any data tools and trainings that are available.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The key personnel responsible for the implementation and overseeing of community school initiative are the Community School Director, assistant principal, CBO partners/supervisors, parent coordinator, teachers, school support staff, and the principal who will ensure that ELT is aligned to the school's vision and is progressing towards desired goals.

The principal, community school director, assistant principal, parent coordinator and CBO representatives will meet on a regularly scheduled basis to look at student achievement data and to make decisions regarding implementation or revision.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Hiring a community school director

Implementation of City Connects program

School will use social media to engage and inform parents

School messenger phone system will be purchased

Part 3c. Timeline for implementation and completion, including start and end dates.

Planning will begin in June 2015, and the initiatives will be implemented starting September 2015 and end June 2016.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>-Students scoring high level 1 on the 2015 NYS ELA Exam will be identified as pushable</p> <p>-Students identified by teachers as low performing based on 2015 NYS ELA exam as well as in class assessments will be identified</p> <p>-Students who perform poorly on DRP assessment administered in September 2015</p>	<p>I-ready</p> <p>Word Gen Vocabulary</p> <p>100 book challenge</p>	<p>Differentiation and scaffolding during lessons</p> <p>-Small group instruction</p> <p>-Tutoring</p>	<p>During core lessons</p> <p>-During built in intervention periods</p> <p>-During ELT</p>
Mathematics	<p>Students scoring high level 1 on 2015 NYS Math Exam will be identified as pushable</p> <p>-Students identified as low performing based on 2015 NYS Math Exam as well as in class assessments will be identified</p> <p>-Students who perform poorly on initial Math skills assessment administered in Sept. 2015</p>	<p>I-ready</p>	<p>Differentiation and scaffolding during lessons</p> <p>-Small group instruction</p> <p>-Tutoring</p>	<p>During core lessons</p> <p>-During built in intervention periods</p> <p>-During ELT</p>

Science	Students identified by teachers as low performing based on 2015 Science NYCPT (MOSL) as well as in class assessments	repeated reading of content covered in class -supplementary reading to help improve prior knowledge regarding content area	Differentiation and scaffolding during lessons -Small group instruction -Tutoring	During core lessons -During built in intervention periods -During ELT
Social Studies	Students identified by teachers as low performing based on 2015 SS NYCPT (MOSL) as well as in class assessments	repeated reading of content covered in class -supplementary reading to help improve prior knowledge regarding content area	Differentiation and scaffolding during lessons -Small group instruction -Tutoring	During core lessons -During built in intervention periods -During ELT
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified by teachers based on observed behaviors or conversations with student(s) -Students identified by parents as needing at risk service because of issues at home that may potentially impact the student	City Connects by Children’s Aid Society	One on one	During the school day -If provided by outside counselor then the schedule and duration will be determined by him/her

Section 9: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
A hiring committee is employed consisting of administrator, teachers, and parent representatives. Candidates are interviewed, lesson plans reviewed and demo lessons evaluated before hiring. Teachers are observed and their strengths and needs are considered as they are assigned, as well as their licensure. Through frequent observation from administrators and inter-visitations with colleagues, teachers are monitored and supported when areas of concern are identified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
PD is conducted by administrators, consultants and teacher teams based on needs identified through observations as well as on instructional shifts and strategies related to CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
n/a

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teacher teams interview different assessment providers to determine which assessments best align to CCSS stat tests and which assessments provide data into which standards are mastered and which are not. Teachers are exposed to PD regarding data driven instruction (primarily from Bambrick-Santoyo’s Data Driven Instruction). Teacher teams meet regularly to look at student work to determine trends and areas to focus on as they revise their plans.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	147,000	x	
Title I School Improvement 1003(a)	Federal	18,800	x	
Title I Priority and Focus School Improvement Funds	Federal	37,000	x	
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	x	
Tax Levy (FSF)	Local	1,436,000	x	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **MS 301**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **MS 301** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/ State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

MS 301 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>MS 301</u>	DBN: <u>08X301</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>51</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The school currently serves 51 ELL students. The extended day supplemental program provides direct instruction to ELL students relative to ELA and Mathematics. Performance data indicates a need for extended time on task, and we seek incremental growth relative to specific skills in both ELA and Math that reflect comprehension, number sense, and numerical fluency and expression. Beginner, Intermediate, and Advanced students are invited to participate. The language of instruction is Spanish first, then supplemented by English so ELL students can process new vocabulary and academic language initially in their L1 language, transitioning to English; the program takes place Wednesday and Thursday from 2:45-4:45. Two teachers, an ESL and Math teacher who is TESOL certified coteach the program. The program will incorporate Sound Reading for ELL's, which is a fluency based program that first assesses a student's current level of communicative ability and then builds efficacy through a series of modules that build comprehension and communication in English progressively.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale: TESOL certified teacher training will be offered by the Leadership Program relative to classroom pedagogy and instructional practices.

Schedule and duration: Training will take place over four sessions after school during the second term of the year and TESOL certified teachers will receive training rate after normal business hours.

Topics to be covered, schedule and time:

Addressing the needs of incoming ELLs: February 2, 2:00 PM

Modifying curricula to meet the needs of ELLs: March 2, 2:00 PM

Assessing for Understanding: April 13, 2:00 PM

Recognizing Social and Emotional Needs of Students New to the Country: May 4, 2 PM

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _____ In support of the requirements of Title III supplemental, the ESL instructor is providing an extended-day program for parents in their language development and computer literacy skills two hours per week to support English Language development in order to better support students and improve interaction with the school via ARIS. Parent contact will be made via phone and hardcopy outreach.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 301
School Name Paul L. Dunbar Middle School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Hesham Farid	Assistant Principal Fredrick Kennedy
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Michelle Schindelheim	School Counselor Lorna Campbell
Teacher/Subject Area	Parent Maritza Rivera
Teacher/Subject Area type here	Parent Coordinator Veronica Roland
Related-Service Provider type here	Borough Field Support Center Staff Member Mr. Jose Ruiz
Superintendent Dr. Karen Ames	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	201	Total number of ELLs	46	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	9
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	31	3	4	11	0	2	4	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	10	14					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							3	1	1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	4	0					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							6	6	3					0
Emerging (Low Intermediate)							2	2	5					0
Transitioning (High Intermediate)							2	1	2					0
Expanding (Advanced)							4	4	4					0
Commanding (Proficient)							1	3	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0										0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use the IRLA at the beginning of the year to test student Reading Levels and an On-Demand writing piece to test writing skills. Every 6-8 weeks there are interim assessments for cumulative curriculum year to date and the IRLA is administer every 6 weeks to test reading level to show growth.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
1/3 of our students are in Entering level and 1/3 are at the Expanding level the others are at the Emerging and Transitioning level and 2/3 of our students are less then three years in the country (Beginners)
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Paste response to questions here:
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teacher collaborates with each content-area teacher, reccomending instructional strategies, targets, and critical background information on the students, including their ELL status.
- For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of our program for ELLs is evaluated by the progress they make. The NYSESLAT scores are reviewed and compared from year to year. Students receive progress reports and are observed on how they complete assignments as well as test scores.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At registration, parents receive and complete the home language survey assisted by Ms. Schindelheim, ENL teacher who speaks Spanish. There is an informal interview with the ENL teacher to verify the home language. The ENL teacher administers the NYSITELL if necessary within ten days of registration. Students are then evaluated and placed according to their proficiency levels and grouped for instruction. The Spanish Lab is given to students after results of the LAB-R is received.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Administer the oral interview questionnaire 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). We then look at student work that students have produced and we administer the Spanish IRLA to test reading skill.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher scans in the NYSITELL, when she prints the report she sends out the entitlement and Non-entitlement letters. At the first day of school she prints out the RMSR to see who is still entitle and not entitled to services and send the letter home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

We inform them of this in the interview process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents of newly admitted ELLs are invited to a parent orientation. Letters are sent home in their native language. At the orientation, within ten days of registration, which is conducted by the ENL teacher, parents view the video in their language which explains the different programs offered. They are encouraged to ask questions and complete the Parent Survey and Program Selection. Parents chooses the program. We then place student in the program chosen by parent.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Phone call are made everyday by the Family worker or the ENL teacher to make sure the forms are in. The ENL teacher keeps a binder with all documents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teachers monitors the forms and if not completed or returned we sent the family worker to so a home visit.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL teacher gives a copy to the Child and another copy is mailed. ENL teacher then calls to make sure parent received the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

In addition putting a copy in the childs Cum records and copy is kept with the ENL teacher.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
As soon as the testing window for the NYSESLAT begins, the ENL teacher will begin to test students. ENL teacher to make sure that all students are tested and scored.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We conduct 8 weeks audits to make sure that we have notified and distribute all letters to parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
100% of the time our parents have chosen ENL. This year, of the two families all have chosen ENL. Parents feel that having them an ENL Class will not sigle the out and they will learn english faster.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The students are grouped by proficiency level. The entering and emerging students are pulled are Pull-Out program 4 periods a week and the ENL pushes in the other 4 periods a week. The other students are part of a Push-In Program 4 periods a week. Our school has a Block Program model where the students are grouped heterogeneously. The ESL teacher plans with the content area teachers involved.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The ELL students have been placed in certain sections to ensure that they are receiving the mandated instructional time. All students get 360 minutes of ENL. Entering and emerging students get 180 minutes of Stand Alone ENL. T he ENL minutes are delivered by 2 certified ESL teacher and the ELA by a certified ELA teacher and ENL teacher.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Content area support is provided in various ways. Ell Students are grouped according to levels as determined by the most recent LAB-R scores. Student Learning Inventories are given to gain an additional insight. This is taken into consideration to maximize learning. Approaches can maybe visual, auditory or kinesthetic learners.

Push in assistance is offered to ELL students as they work independently . The ESL Teacher circulates and monitors student's comprehension and progress. Restating content area directions and modeling responses aid in making cognitive information more comprehensible.

The Pull Out format is also used. The ESL teacher in collaboration with the content area teacher takes the ELL students to a separate location and re-teaches the subject matter. The students can review key words or clarify concepts through role-playing, or using technology. The ELL students each ihave an pad to be use for understanding and communication. Key websites are used that make abstract concepts concrete and complete meaning through visual input.

Cognitive games which are student centered make learning concrete, independent and memorable. Often vocabulary or verb type bingo games in which the ELL student is the caller helps to create confidence in pronunciation as the learning environment is a risk free and a fun one where mistakes or risk-taking is encouraged and applauded.

Pocket Charts with sentence strips are used to make vocabulary words more student friendly. Different verbs with different verb endings can be modeled and remodeled. The ELL student can call on others to arrange word strips with visuals in proper sentence sequence, or the correct meaning, or connect the country with the correct capital.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The ENL teacher is verse in technology a makes sure she finds materials for all students in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ENL curriculum as well as lesson plans have sections on when students are practicing, reading, writing, speaking and listening.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Paste response to questions here:
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
LLs with special needs are given test modifications. The staff is made aware of their skills and performance levels. The ESL teacher collaborates with the Special Education teacher to improve the skills of these students. The ELAND review has been administered to all ELL-SWD students. Like all SWD mandates, ESL support is given when noted on student's IEP.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELLs with special needs participate in ESL with their general education ELL peers.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

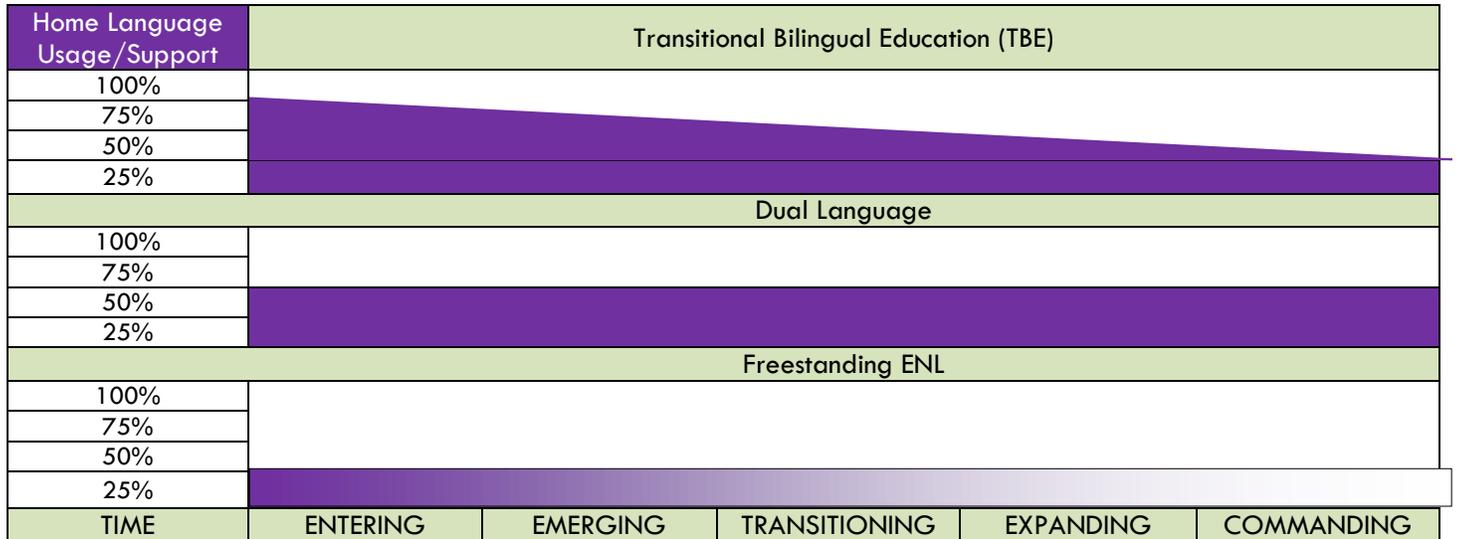


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. **In the content areas, especially with the ELLs that are entering and emerging, teachers use textbooks in the native language. Dictionaries and glossaries are used for all ELL subgroups. When tradebooks are not available, teachers use internet resources. Some ELLs are also receiving Academic Intervention Services in English for reading and math. All beginner ELLs utilize tablets for translation purposes throughout the school day.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Buy more picture books and lower level book so that Ell students have more choices for their independent reading time.
13. What programs/services for ELLs will be discontinued and why?
none
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. They participate in all core subject and arts courses. They also have access to afterschool extracurricular and intervention programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs receive native language support and the use of laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Textbook are purchased in student homelanguage and exams are taken in English and homelanguage.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?**Paste response to question here:**

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
1. Teachers are encouraged to attend conferences on ELLs. Content area teachers also meet with the ESL teacher to discuss strategies. All teachers of ELLs attend Core Curriculum PD once a month.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
2. The ENL teacher support in identifying PD opportunities for all staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. The ENL teacher supports staff in making the transition from elementary to middle school. The guidance counselor provides ELLs and their families with guidance in high school options, requirements, and selection. We have hired a spanish intern that help parents with the selection process
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
4. 10 hours of training is scheduled throught the year for all staff on ELL training. The agendas and sign in sheets are kept with all other PDs information in the Principal's Office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parents are invited to an orientation in August before the beginning of school. The orientation for newly admitted ELLs is in October. The ESL teacher reaches out to parents during the year. The SLT meets monthly which includes parents. Twice a year there are parent teacher conferences to discuss the goals for the students.se to question here:
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response here:
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We partner with Children's Aid Society to provide workshops for our ELL parents.
5. How do you evaluate the needs of the parents?
Surveys are sent out by the parent coordinator.
6. How do your parental involvement activities address the needs of the parents?
By how the perents answer the survey.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hesham Farid	Principal		1/1/01
Fredrick Kennedy	Assistant Principal		1/1/01
Veronica Roland	Parent Coordinator		1/1/01
Michelle Schindelheim	ENL/Bilingual Teacher		1/1/01
Maritza Rivera	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lorna Cambell	School Counselor		1/1/01
Karen Ames	Superintendent		1/1/01
Jose Ruiz	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X301

School Name: The Paul L. Dunbar Middle School

Superintendent: Dr. Karen Ames

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The information is pulled from HLIS, the students emergency contact cards as well as parent surveys sent home by the Parent Coordinator. Any parents of new registrations meet with the Guidance Counselor and the ESL teacher to determine language needs. Also the historical demographic information of the community is considered.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, French, Urdu, Wolof

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

WolofParent handbook, high schools application process information, school newsletter, notices of non attendance days, announcements of parent teacher conferences and parent workshops, report cards & progress reports, attendance information, after school program information

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher conferences, curriculum nights, award ceremonies, graduation ceremony, in school performances, parent workshops, disciplinary conferenceces, high school application informational session and coaching, attendance monitoring

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Any out going documents will be provided in multiple languages, translated by in school staff as well as through the use of Google Translate. The Translation & Interpretation Unit will be contacted on a needs basis.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In school meetings will have translation provided by in school staff in Spanish and French. Prior to any formal meetings, parents who speak languages other than Spanish or French will be contacted to see if they would require a translator. If they would like one then Translation & Interpretation Unit will be contacted and/or an outside vendor will be contracted.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Professional Development will be provided by school administration.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Parent Bill of Rights and the Parent Handbook will be reviewed with parents during orientations and curriculum night with families.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The need for translation and interpretation will be monitored by the APs, PC, Community School Director and the Guidance Counselor to ensure several sets of eyes are checking for the requisite versions. The principal will oversee all outgoing documents.